DOCUMENT RESUME

ED 273 532 SO 017 432

AUTHOR Gerencer, Laura
TITLE Safety against Strangers. Second Grade.
PUB DATE 23 Apr 86
NOTE 16p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Child Abuse; *Child Welfare; Grade 2; Group Activities; Learning Activities; Primary Education; *Safety Education; Social Studies; Units of Study

ABSTRACT

This second grade teaching unit outlines 18 activities intended to teach children safety measures in the event of an encounter with strangers. The unit knowledge goals cover: learning what a stranger is, knowing how to prevent an encounter with a stranger, and knowing what to do if an encounter occurs. The skill goal focuses on decision making, and the affective goal seeks to have the child appreciate the importance of preventative measures. Behavioral objectives are keyed to each of the unit goals and activities. Activities include: reading books about strangers, viewing video-tapes, holding discussions, playing "What if...?" taking a "stranger danger" walk, making up a class play, "decoding" safety rules, practicing emergency phone calls, and creating "stranger encounter" cartoon strips. The unit evaluation is based on a test, work samples, and class participation. A 14-item annotated bibliography is attached, along with the names and addresses of several organizations concerned with child protection. (JDH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273532

Safety Against Strangers

Second Grade

Laura Gerencer

April 23, 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Laura Gerencer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP017432

Unit Content Outline

I. Safety Against Strangers

A. People

1. A stranger is someone you do not know.
2. Say no to strangers.
3. Run away from strangers.
4. Tell your parents or someone you trust about encounters with strangers.
5. Strangers may play tricks on you.
   a. Do not talk to strangers.
   b. Do not go anywhere with strangers.
   c. Do not accept anything from strangers.

B. Places

1. Avoid deserted or lonely places.
2. Do not go or stay anywhere alone.
3. Tell your parents where you will be at all times.

C. Other

1. Personal information
   a. Information package.
2. Emergency measures
   a. Phone call
   b. Police or security

I. Unit Goals

A. Knowledge Goals

1. Learning what a stranger is. (A1)

2. Knowing how to prevent an encounter with a stranger. (A4,A5,B1,B2,C1)

3. Know what to do if an encounter occurs. (A2,B1,B2,C2)

B. Skill Goals

1. Child improves identification of a situation in which a decision of action is required.
(A1,A2,A5,B1,B2,C2)

C. Affective Goals

1. Child appreciates the importance of preventive measures for safety reasons.
(A3,A4,A5,C1,C2)

II. Unit Objectives

A. Knowledge Objectives

1. Child will be able to identify a strange as someone he does not know well or at all.

2. Child will know the three safety steps. 1.Say no, 2.run. 3,tell someone.

3. Child will know his full name, address, phone number, and parents names.

4. Child will know what places to avoid.

5. Child will know what to do if he becomes lost.

B. Skill Objectives

1. Child will identify a situation in which a decision must be made.

2. Child will make a decision based on the situation.

C. 1. The child shows an appreciation of being cautious with strangers.

2. The child appreciates the trusted adult as a person he can talk to.

Initiating Activities

1. Read the book The Berenstain Bears Learn About Strangers. It is about Sister Bear learning what a stranger is and what to so if she encounters a stranger. The suggested safety steps are given. Say no, run, and tell someone. The book introduces the children to this topic in a way that they will not be scared. It will need some discussion and follow up activities.
(A1,A2,A4,B1,B2,C1,C2)

2. Show the video tape Too Smart for Strangers. This is a forty minute video made by Disney films. It has Winnie the Pooh and his friends telling the children what a stranger is and what to do if an encounter should happen. It also gives preventive measures. It will keep the childrens interest, but it will need a follow-up discussion. Parents may want to attend.
(A1,A2,A4,B1,B2,C1,C2)

3. Read the book Kids...Be On Guard! This book is designed to teach children about "Stranger Danger." It contains common sense safety rules in verse form and accompanying pictures to color. The verse format encourages repetition and helps to hold the childs interest. Coloring the pictures reinforces the rules for the children. Each page shold be thoroughly and honestly discussed with the children, answering any questions he or she might have. This insures that the child understands the danger and would know what to do in a similiar situation. The book will be read to the whole class and each child will be given a copy to read and color on his own.
(A1,A2,A4,B1,B2,C1,C2)

Developmental Activities

1. Read the book Safety Zone;A Book Teaching Child Abduction Prevention Skills. The book gives examples of discussions that might occur and answers to the problems. The situation is given and the child is asked how he would handle it. The answer is given on the following page. The book can be read to a small group or the whole class. Discuss the answers the children give and the ones found in the book.
(A1A2,A4,B1,B2,C1,C2)

2. Play"What If...?" with the children. This is a game to teach children problem solving in a fun way. You give a child a hypothetical situation and ask what he would do.
ex. "Joshua, what if you were walking at the beach, and a teenager comes up and says he found a seal, and he wants you to go with him to see it? What would you do?
The possibilities are limitless. Use your imagination and come up with other situations. Do this activity with small groups or the whole group. The child should raise his hand for a turn, a respect the other childrens turn. Ask if any of them would handle it differently, and why.

3. Take the class on a "Stranger Danger" Walk. Walk to the city or around the surrounding neighborhood. Point out to the children places that should be avoided. Have them tell why. These include deserted parking lot, ally, construction sights, public restrooms, and short cuts. A discussion will be held when the class returns to the classroom.
(A4,C1)

4. The children will make up a play, or use one of the samples at the end of the unit, that deals with stranger safety. The class will be divided into small groups. Each group will make their own puppets. They will choose parts, practice, and perform their play for the class. They may want to share the plays with some younger children.
(A1,A2,B1,B2,C1,C2)

5. A local policeman will visit the class. Usually call the Officer Friendly Program. He will be dressed in his uniform, and will answer any questions the children might have. He will talk to them about preventive measures to take is stranger safety and what to do if an encounter does occur.
(A1,A2,A5,B1,C1,C2)

6. The children will make All About Me Books. Explain that it is important for their parents to have up to date records of their personal information. This record should include the childs full name, address, city, state, phone number and area code, and his parents full names. It should have his eye and hair color. His heigth and weight, finger prints, and a recent picture should also be included. Dental records should be kept with this information, but will have to be obtained from the childs dentist. The children will fill in the information at centers placed through out the room. Parent helpers will help them gather the data. The parents will have to sign a release for finger printing and picture taking. All of the information will be put into a book form. The book will be given to the parents.
(A3,C1).

7. A local policeman will come to the class and finger print the children. Release forms will have to be signed by the parents. He will talk to the children about the finger prints and what they will be used for. He will tell them how to prevent child abduction and what to do it they do have a problem with a stranger. The fingerprints will be sent home and the parents will be asked to help the child fill out the rest of the information needed.
(A1,A2,A3)

8. Write the safety rules in a mixed up alphabet code. Have the children decode the messages.

   ex. Alphabet Code:

   A=Z B=Y C=X D=W E=V F=U ...

   Coded Message:

   -- ------- ------ -- ---- ---- ...
   ru hlnvlmv pmlxph zg blfi wlli

   (A1,A2,A3,A4)

9. Play Stranger Concentration with the class. Write the safety rules on pieces of cardboard. Let a small group spread the cards on the floor or table. The card should be face down. They take turns turning up two cards at a time. If theu find a match they get to keep that set. The child who turns up the cards has to read each card when he turns it over. The child with the most pairs is the winner.
(A2)

10. The class will take a field trip to the local mall or shopping center. They will point out the dangerous areas, such as the public restrooms, deserted hallways, or the parking lots. Children should know not to wander the mall on their own. A security person will talk to the class. He will tell them what to do if they get lost in the mall. They will be shown a place to get help, such as the information desk, a security person, or a cahsier. A discussion will follow the field trip.
(A4,A5,C1)

11. The children will practice making emergency phone calls. Bring several real telephones into the class. Tell the children about the emergency number 911. Thell them is is only to be used in case of an emergency. Tell them to stay on the line with the operator until she has all of the necessary imformation. This includes the childs full name, address, phone number, and type of emergancy. Child should know his own personal information and be able to give this to the person on the other end of the line. The child will dial 911 on the telephone and the teacher will talk on the other phone. After a couple of children have demonstrated this, let the children practice on their own. The phones should be left in the room for individual practice. Each child will talk to the teacher.

    The same type of activity may be done with placing a long distance phone call.

    (A3,A5,B1,C2)

Closing Activities

1. The children will make their own picture books from pictures you supply. The pictures should show a situation involving a stranger and a child/children. The child will put the pictures in the correct ord and staple them into a book form. They may color the pictures if they wish. The child will then give his interpretation of the book to a small group. Several will be asked to share theirs with the class. The situations will be discussed and the children will offer other solutions to the problems. This activity can be done with many different types of situations.
(A1,A2,A4,B1,B2,C1,C2)

2. The children will be given a cartoon strip with blank bubbles for them to fill in the words. The pictures will show a situation that involves a stranger and a child/children. The child will be asked to fill in the appropriate words for that situation. Many different situations can be used, but an example is given at the end of the unit. The children will be given the oppertunity to share their cartoons with the class, or they may want to make them into a book.

   The children could also draw their own pictures for the cartoon.

   (A1,A2,A4,B1,B2)

3. The children will play "What If...? and act out the situations. This is another fun way to teach children how to handle an encounter with a stranger. It follows the same proceedure as "What If...?' except that the situations are acted out instead of only discussed.

   ex. "Okay, Kelly and Sharlyn, let's say you're walking to the store, and a man drives up in a car and asks you to get in and come help him look for his lost puppy. Now you pretend to be the man, and I'll be the little girl.Okay?"
   Then you act it out. Kelly and Sharlyn pretend to drive up in a car and ask you to get in. You show them what to do in this situation. You yell, "NO. I won't," then turn and run. Tell someone you trust what happened.

   You have shown them exactly how you want them to handle this situation. Now reverse the roles to give them the oppertunity

to practice. Use this with as many situation as you can come up with. Divide the children into small groups and give each group a situation to act out for the class.
(A1,A2,A4,A5,B1,B2,C2)

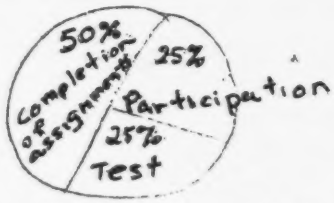
4. Have the children do a crossword puzzle similar to the one at the end of the unit to see how much they remember. Give them a list of incomplete sentences that deal with strangers. Tell them to find the missin word that fits into the blank.

ex. across
1.Someone that you do not know is a _ _ _ _ _ _ _ _.

Each child is given a copy of the crossword puzzle. The correct answers are discussed when everyone finishes.
(A1,A2,A4,A5,B1)

Evaluation

The evaluation of this unit will be based on completion of all assignments, participation, and a test at the end of the unit. Each lesson will be evaluated seperately and then compiled for a final grade. The completion of assignments will be worth 50% of the grade. Participation and the test will each be worth 25%.



The assignments will be graded on the following criteria, as it applies to that lesson.

1.completion of assignment
2.correct responses
3.overall understanding
4.effort

The assignments will be scored from 1 to 5 with 5 being the highest score. The 5 will only be given for outstanding work. The numbers will then be averaged together for a final grade in this area.

ex. Make a Picture Book

The child will be evaluated on his ability to put the pictures in the correct order and then put the book together. His interprtation of the situaltion will show his understanding, and his neatness will show his effort. (A1,A2,A3,A4,A5,B1,B2)

Participation

Each child will receive a participation grade. It will be based on the childs willingness to participate in group activities and the effort he put into the activities. The teacher will determine this grade through observation and annotated records of the childs behavior.
(C1)

Test

The test will be made up of multiple choice questions. It will cover the objectives of the unit and will deal with the information emphasized throughout the unit. It will show how much of the information the child has learned and will reinforce the learning. It will have approximately ten questions.

(A1,A2,A4,A5,B1,B2)

Sample test questions.

1. The doorbell rings and you are home alone. You do not know the man at the door. What do you do?

   1.Open the door and see what he wants.

   2.Remain quiet and wait for him to leave.

   3. Do not open the door, but ask what he wants.

2. A man you do not know asks you if you want a ride home. What do you do?

   1.Go with him.

   2.Say NO, run, and tell someone you trust.

   3.Stand and talk to the man.

Bibliography

1. Berenstain, Stan and Jan. The Berenstain Bears Learn About Strangers. New York: Random House, 1985.

This is a good book to introduce this unit. It tells the child what a stranger is and how to prevent an encounter with a strange. It tell about the three safety rules to use if a situation does occur. It is easy to understand and the children will sot be scared by the topic. The illustrations are very well done.

2. Huchton, Laura M. Protect Your Child; A Parents Safeguard Against Child Abduction and Sexual Abuse. New Jersey: Prentice-Hall, 1985.

This book is for adults. It emphasizes practical preventive measures and provides thorough information an how to protect you child in all conceivable places and situations. It tells exactly what to do if a child is sexually abused or abducted. It has games to teach memory of protection skills safety training with dolls and puppets, and information on starting a community safety program.

3. Meyer, Linda D. Safety Zone; A book Teaching Child Abduction Prevention Skills. Edmonds, WA: The Chas Franklin Press, 1984.

This is a book teaching child abduction prevention skills and it has been designed to be read to children three to eleven years. It includes a "read along" section for kids, a non-threatening presentation, preventive tips, referral to other organizations, and what to do if your child is abducted. It is a useful and well written book.

4. Thaxton, Kathi. Safety Against Strangers; Activity Book. Greensboro, North Carolina: Carson-Dellosa Publishing Co., 1985.

This book has a variety of activities teaching safety against stranges. They are worksheet activities and group activities. There are some good suggestions for reinforcing the safety rules.

5. Thaxton, Kathi. Kids...Be On Guard; Coloring Book. Greensboro. NC: Carson-Dellosa Publishing Co., 1985.

This is a good introduction to the stranger safty lessons. It tells what a stranger is, how to avoid encounter, and what to do if one does occur. The story is written in verse and it is not too long. The illustrations are good and the children can color them .

6. Too Smart for Strangers . A Disney video teaching stranger safety. It is animated with Winnie the Pooh and his friends and real children are used in the many example situations. It tells what a stranger is, how to avoid an encounter, and what to do if one does occur. The three safety rules are repeated over and over in a song. It is very well done, but a discussion should follow the viewing.

7. Strong Kid,Safe Kid. A video produced by paromount, that features Henry Winkle, the Fonz. Ther are other television stars as well as a lot of children. The video is good, but it should be watched as a family with frequent discussion. The people in the video are not as well know by children today. Therefore it would not have as much of an influence on them as it should. It tends to deal mostly with sexual abuse,

8. Kyte, Kathy S. Play It Safe; The Kids Guide to Personal Safety and Crime Prevention. New York: Alfred A. Knope, 1983.

This book covers many areas of safety education. It It helps children learn to handle difficult, potentially dangerous situations and become both streetwise and house-wise. It gives situations, provides multiple choice answers, and then the best answer is explained. It is too difficult for second graders, but it is useful to the teacher.

9. Kraizer, Sherryll. The Safe Child. New York: Delacarte Press, 1985.

This book was not available, but it does deal with strangers and prevention of child abduction. It should be reviewed for the unit.

10. Crane, Bob and Robin Lennett. It's OK to Say NO. New York: Tar Books, 1984.

This book was not available. It is said to be a good book dealing with stranger safety and should be reviewed.

11. Hyde, Margaret and Lawerence. Missing Children. New York: Watt's, 1985.

This book was not available. It does deal with strangers and should be reviewed for the unit.

12. Monroe County Public Library
Bloomington, IN

13. Indiana State Police

14. Camp Fire, Inc. 4601 Madison Ave. Kansas City, MO 64112.

They offer two safety awareness programs for children that approach the topic as "caution without fear." They are currently only available for the local councils, but there is not one close to Bloomington.

I sent for information from the following organization, but have not receives any information as of this time.

Adam Walsh Resource Center
1876 N. University Dr.
Suite 306
Ft. Lauderdale, FL 33322

Child Find, Inc.
P.O. Box 277
New Paltz, NY 12516

Child Keyppers' of Florida
P.O. Box 6296
Lake Worth, FL 33466

Identi-Find-A-Child
Data Center
P.O. Box 4368
Albuquerque, NM 87196

National Crime Prevention Council
805 15th St., N.W.
Washington, DC 20005